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ABSTRACT

The experience of Kendall College, Illinois, a small liberal arts college, in developing a human services program is described. Attention is directed to the history of the college, the growth of the program, the curriculum content, and its benefits to both college and community. The associate degree program which admitted its first students in September 1975, entails the study of sociology, personality development, the causes of health and pathology, and service delivery. The human services foundation courses are interdisciplinary, bringing together behavioral science theory and service methods. For three of the four semesters, there is a field work requirement. The early development of the program found support both within and outside the college. The development of the bachelor of arts curriculum occurred within the context of institutional change in the college itself. The college was granted permission by the State Board of Higher Education to offer baccalaureate degrees in the areas of business studies, American studies, and the helping professions. Among the reasons for extending the human services program were that most of the A.A. graduates were planning to continue at four-year colleges, graduates were selecting related fields as their majors because there was not a baccalaureate program in human services, and students were having trouble in evaluations of their credits when transferring to other colleges. Based on three years of experience, the human services courses and internships are judged as teaching the generic core of human services well and in depth and still providing a background in the liberal arts. (SW)

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SMALL COLLEGE SETTING

Paper presented at the 1981 meetings of the
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I was asked to describe the experiences of a small private college in developing a Human Services program. Kendall College in Evanston, where I am the director of the Human Services, offers two degrees in Human Services, the A.A. and the B.A. I will describe both programs and the way they developed.

Kendall College has had a unique history, so some of what will follow may not be transferable to other institutions, but certainly much of our experience is shaped by factors present in many liberal arts colleges.

Kendall was founded in 1934 as a private two-year liberal arts college and for about forty years enjoyed a modest degree of success and stable enrollment. It attracted students who, for a variety of reasons - its size, relatively low costs, its reputation for effective attention to the academic needs of individual students - decided to attend our two-year college rather than a four-year college or university. Some left higher education after receiving our degree; others went on to other colleges.

As did many other colleges, Kendall prospered during the late '60s - reaching close to a doubling of enrollment over a ten-year period (the student body approached 1000) - with, everyone thought, good prospects that this turn of events would endure. However, these hopes were dimmed as a new type of institution appeared on the scene - the low-tuition two-year community college. In our immediate area (from which we drew about 50 percent of our students), potential students now had access to four community colleges, each one the beneficiary of all that the state seemed so generously willing to provide.

It became clear that Kendall needed to modify its self-concept and find a direction that would permit it to continue to stress the intellectual value of the liberal arts and, at the same time, attempt to meet the needs of a new generation of career-oriented young people - and to blend these goals in ways that differentiated us from the community college.

What were our strengths upon which we could build?

First, a faculty committed to a continuing focus on the liberal arts - convinced as they were (and are) that the liberal arts are the foundation for the development of the critical thinker, the effective communicator, the solver of problems, the organizer of people and ideas.

Second, a close and personal attention to the needs of each student. This was probably the most compelling reason for enrollment at Kendall College. Students would say, "I have given up 200-page catalogues describing course offerings and extracurricular activities, but here everyone knows my name and knows me. I'm not a number."

Third, we had always committed much of our energies to remediation of academic deficits on the part of students who were not well equipped to meet college-level demands. Then, in the early '70s, our Academic Skills program was formalized and became, and is, a strong motivation for many students to enroll in our college. And so some students who had tried (and not succeeded) at the University of Illinois, Arizona State, or Ohio State flourished at Kendall. Others came to us directly from high school and, in many cases, for the same reasons.

But, clearly, these strengths were not enough to sustain us. We looked about and witnessed the final struggles of many excellent private colleges. We were not willing to resign ourselves to that fate. Yet we would not give up that to which we were committed. But we also were mindful of the growing demand (and need) for career preparation. And because Kendall is a college with a service tradition - it was founded by the Methodist Church and still retains some ties to the Church - in hindsight it seems a natural development that the first career-oriented program Kendall established within the framework of the liberal arts curriculum was a two-year Early Childhood

Education curriculum with its own day-care facilities - and, not long afterwards, a two-year generalist curriculum in Human Services. Both of these programs built on the liberal arts core and, in turn, created a diversification of course offerings, some of which are open to all students and thus contribute to the strength of the whole academic program.

Both programs were faced with two all-important constraints - that they provide an excellent vocational preparation with an eye always to the economics demanded by the College's limited budget.

The liberal arts core, required of all students who wish to receive the A.A. degree, whether vocationally oriented or not, is this:

LIBERAL ARTS COURSES: A.A. DEGREE	hrs
English Composition <u>or</u> Foreign Language	6-8
Humanities	6
Religion <u>or</u> Philosophy	3
History	3
Social Sciences	3
Mathematics <u>or</u> Natural Sciences	6-8

The Early Childhood Education Program profits enormously from its own field experience site within the College and is able to prepare students for roles as pre-school teachers with a minimal number of focussed courses in the areas of child psychology, child development, educational psychology, and curriculum content.

The Human Services generalist program, about which I will speak in detail, admitted its first group of students in September 1975.

In developing the program there were few models for us. The one or two programs in the area were in publicly-funded colleges which, it seemed to us

then, had a direct pipeline to Fort Knox. But I visited them and studied very closely all the catalogues and literature I could find, beginning with John True's program at Purdue.

Of course, one's own intellectual perspective would establish the outline of the program. In my case as a sociologist, convinced that an understanding of social change and social conditions had to be a basis for effective remediation of either public or private troubles, I would insist that sociology courses be an important part of the program.

The second focus naturally had to be what the psychologists had learned about the personality and its development and about the causes of health and pathology. And the third requirement for a two-year program was that it deal with the service that Human Services promises to deliver. Not just about the service, but teach the methods that would deliver the service.

While I was settling down to wrestle with the problem of identifying those skills, that knowledge, and congruent values, I learned of the existence of the Southern Regional Education Board. I wrote them, they responded almost immediately with several of their publications, and, ever since, SREB has been an important standard by which we at Kendall evaluate our program. Perhaps our positive reaction to SREB was at least partially due to the fact that their recommendations fit well with much of our own preliminary thinking.

The resulting two-year program satisfied the administration (by its financial restraint); faculty (by its respect for the established liberal arts core as well as the strengthened social sciences); students (who enrolled in the program in substantial numbers); and social agencies (who benefitted by interns with good helping skills and sensitivities).

HUMAN SERVICES REQUIREMENTS: A.A. DEGREE

Psychology	Introduction to Psychology	3
	Child Psychology	3
	Human Development: Adolescence Through Aging	3
Sociology	Introduction to Sociology	3
	Social Problems	3
Human Services foundation courses and internships	Introduction to Human Services	3
	Interpersonal Skills	4
	Human Services Theory & Methods I	3
	Human Services Theory & Methods I Intern- ship	3
	Human Services Theory & Methods II	3
	Human Services Theory & Methods II In- ternship	3
	Human Services Internships	2-6

Perhaps the most unusual aspect of our program is the four semester sequence of Human Services foundation courses. These courses are the interdisciplinary heart of the program, where behavioral sciences theory and service methods are brought together and students learn to apply them in real or simulated situations. For three of the four semesters there is a field work requirement that accompanies the foundation courses. It is this structured sequence that provides us with the capability to offer a comprehensive generalist education within the framework of the overall needs and goals of the College.

There was another, less measurable but very beneficial consequence for the College from the introduction of the A.A. in Human Services. That was the respect and good will generated in the community. Our new involvement in the well-being of the community was expressed in the hard work of students who clearly were dedicated to the public good through the social agencies to which they were assigned. This new aspect of the College probably contrasted remarkably with the image of Kendall in the minds of many - a common image of the small college - that of a self-absorbed little island that appeared to be only accidentally in the town of Evanston, Illinois.

Thus, the early development of the Human Services program found support both within and without the College. The next phase of the program - the development of the B.A. curriculum - can best be understood within the context of institutional change in the College itself. At about this time - the middle '70s - the College administration had determined through careful study with consultants that there was a need for junior- and senior-level college courses to extend and complement not only our two-year programs but also those of the community colleges. Detailed plans were developed for upper division programs in three areas in which we already had established some foundation - Business Studies, American Studies, and the Helping Professions. The proposals were submitted to the Board of Higher Education in Illinois, were approved, and Kendall was granted the right to offer baccalaureate degrees in these areas. The response of the state recognized the care with which the plans were made and the ways in which the programs were fashioned to intersect with one another.

The American Studies program provided a focus for the upper division liberal arts curriculum and, at the same time, provided the center for each of the career path programs. All students in B.A. programs were required to take at least three upper division American Studies courses, each of which concentrates on some aspect of American life - culture, history, or institutional structure. Thus, the faculty satisfied itself that the liberal studies would continue to be stressed at the College.

When the first junior-level Human Services courses were introduced in 1978, only two groups of A.A. students had been graduated. But our experiences with the two groups had clearly suggested that our wisest course lay in the extension of the program.

There were several reasons:

1. Most of our A.A. graduates were planning to go on to four-year colleges. Only a small number took paraprofessional jobs in Human Services.
2. Our graduates were selecting social work, psychology, and occupational therapy as their majors - but many were doing this as a second choice. They really wanted a four-year program in Human Services and few were available.
3. Credit evaluations by the four-year colleges were another problem. Four-year colleges reserved theory and methods courses for the junior and senior years, and they were unwilling to accept our courses as equivalents. Our students were having difficulty in two ways: some colleges would not give credit for courses which did not seem to have a counterpart in their catalogues and asked our students to repeat later what amounted to the same material. Other colleges were willing to give elective credit but also required that students take their own theory and methods courses.
4. Students came to us with these difficulties and asked us to extend the program. In view of the administration's already positive attitude toward becoming a four-year institution, we were encouraged to make plans for a B.A. program in Human Services. We conducted a survey of approximately 50 social agencies in the metropolitan area to determine whether employment possibilities existed for holders of the B.A. in Human Services. The results were positive, so we committed ourselves to the degree, and one year later our first junior class was enrolled.

Let me show you the third and fourth years of our Human Services program. In planning them our aim was a curriculum that probed central issues of contemporary life and, in doing so, would add depth of perspective to the competencies component of the program.

UPPER DIVISION HUMAN SERVICES REQUIREMENTS: B.A. DEGREE

Psychology	Psychology of Personality	3
	Abnormal Psychology	3
Sociology	The Family	3
	Sociology of Deviance	3
	The American Social Structure	3
	Urban Sociology	3
Economics	American Political Economy	3

Human Services foundation courses and internships	Human Services Policy and Programs . .	3
	Advanced Human Services Theory & Methods	3
	Advanced Human Services Theory & Methods Internship	3
	Human Services Organization and Adminis- tration	3
	Human Services Organization and Adminis- tration Internship	3
	Community Resources and Development . .	3
	Senior Specialization Seminar and Prac- ticum	6

As the listing of upper division courses indicates, the liberal studies are alive and well in the Human Services B.A. program at Kendall College. Note also that Human Services Theory and Methods courses continue to be required in sequential fashion, one each term with accompanying field work. As in the A.A. program, we have found that this structure provides the assurance that all students will acquire generic knowledge and competencies as they proceed through the sequence. Most important, maintaining this structure throughout the four years permits faculty continuing opportunities to gear the depth of the learning experience to the increasing capacities of students.

Whereas large colleges have the opportunity to offer several concentrations and permit students choice within these fields, we have had to offer only what we decided were essential to generalist preparation. Our students have had to content themselves with specific requirements and few electives (see list below).

On the other hand, however, they have found at least one kind of reward in the relative deprivation: a tightly integrated group of people who come together for four years, share experiences, develop supportive relationships, and learn from one another to a much greater degree than is usually the case within academic departments.

HUMAN SERVICES ELECTIVE COURSES

Perspectives on Aging
Mental Retardation: Life Cycle Issues
Drug and Alcohol Abuse and Treatment
Group Dynamics
Crime and Corrections
The Welfare of Children
Perspectives on Adolescence: Problems of
Development and Methods of Intervention
Behavioral Research

Where do we go from here?

We have had three years now for self-criticism and planning. We have found that our Human Services courses and internships teach the generic core of human services well and in depth and still permit an education concerned with the liberal arts. As our budget, enrollment, and programming requirements permit, we probably will expand our specialization and skill-oriented offerings. We are always mindful, however, that for every specialized course in the helping professions we introduce, our students will have missed one of the broadly-ranging social science or humanities courses. Those are not easy choices to make. Our students, wherever they have gone, to work or to graduate school, come back to tell us that their education has been more than career training and that they are grateful. We hope to be able to continue to prepare them not only for helping careers but for living.